

COUN 552: Internship Spring, 2013

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Office Hours: By appointment only

CATALOG DESCRIPTION OF THE COURSE:

552. *Internship*. Three semester hours.

Primary interest is on integration of process, conceptual, professional, and personal skills. Provides extensive supervised experience in a setting closely aligned with student's chosen program. Course is repeated for two, three-credit hour courses, each requiring approximately 20 weekly hours (300 total in each) of field experience, to meet master's requirement of six hours of internship. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates); grade of "B" or better in Coun 516 and 551. Students must receive a grade of "B" or better in first semester of 552 to progress to second semester of 552, and a "B" or better in second semester of 552 to graduate.

GENERAL COURSE DESCRIPTION:

Internship provides extensive supervised on the job experience in a community counseling, school counseling, or student affairs in higher education setting closely aligned with the student's professional career goals.

COURSE OBJECTIVES include, but are not limited to, the following.

The student will demonstrate understanding and appropriate application of:

1. Counselor and consultant characteristics and behaviors that influence helping processing including age, gender, and ethnic differences
2. Counselor and consultant characteristics and behaviors that influence helping processes including verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
3. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
4. Models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling
5. Non-counseling direct services that are provided at the student's internship site such as interpreting assessments, leading psychoeducational groups, etc.
6. Indirect services that are provided at the student's internship site such as record keeping, coordination, program planning, etc.
7. Professional resources that are available at the student's internship site such as assessment instruments, technology, printed/electronic information, etc.
8. Ethical standards of ACS and related entities, and applications of ethical and legal considerations in professional counseling.

CONTENT AREAS include, but are not limited to, the following:

- I. Requirements for internship
- II. Professional conduct during internship
- III. Receiving and utilizing supervision
- IV. Crisis intervention: Procedural guidelines
- V. Legal and ethical issues
- VI. Applying desirable direct services at field site
- VII. Applying desirable indirect services at field site
- VIII. Using appropriate professional resources at field site

METHOD OF INSTRUCTION

Lecture, discussion, and supervised application.

Skills development will focus on four major areas of competence:

1. **Process Skills:** These include the skills learned in COUN516 and 551 and refer to observable counselor' attitudes and skills. Process skills range from simple activities such as greeting to more complex activities such as attempts to empathize, confront, or interpret behavior, pacing a session, using silence, and delivering an intervention.

2. **Conceptual Skills:** These skills include:

- understanding what the client is saying.
- identifying themes in client messages.
- choosing strategies appropriate to client goals.
- recognizing even subtle improvement by the client.

Conceptualization skills involve understanding patterns and themes with each client.

3. **Personalization Skills:** These skills include contributions that the intern makes as an individual, including her personality, cultural background, sensitivity toward others, and sense of humor. Since counseling is a very personal activity, these skills will indicate how well the student has adjusted to the role of helper. Examples of these might include:

- comfort with the responsibility of being a counselor
- being able to separate own issues from those of the client
- being able to handle a range of personal emotions
- being able to accept constructive criticism

4. **Professional Skills:** These include behaviors from outside the counseling session.

Examples of these might include:

- completing paper work on time
- safeguarding confidentiality
- behaving professionally in the field placement and in class

In addition students will be expected to demonstrate effective interpersonal communication in their professional relationships as well as a commitment to professional and social responsibility as defined by the Ethical Guidelines of the American Counseling Association available at <http://www.counseling.org/>. (Click on resources; click ethics; click ACA code of ethics.)

Required Texts:

- Corey, G.(2001). *Case approach to counseling and psychotherapy* (5th ed). Monterey, CA: Brooks/Cole. (Community & School Programs)
- Smead, R. (2000). *Skills for living: Group counseling activities for young adolescents*. Champaign, IL: Research Press. (School Programs)
- Thompson, C.L. & Rudolph, L.B. (2000). *Counseling children* (8th ed). Pacific Grove, CA: Brooks/Cole. (School Programs).

COURSE REQUIREMENTS AND GRADING

On all assignments, submit the **original** document (not a photocopy) to your instructor.

1. Students will spend a **minimum of 275 hours** at the field experience site and submit a **Weekly Activities Log (WAL)** documenting these hours to the instructor. Interns will also write a brief description of their weekly activities. This description might include new insights, unusual reactions, problems, successes etc. Make at least one entry for each day at your field site, and one entry for each class/supervision meeting. The Log will also maintain a cumulative record of on-site hours. Use the form provided, and make **15 copies** - one for each week. **Due Each Thursday that you attend class.**

On the Thursday evenings when you are not scheduled to meet for supervision, you will not be required to turn in your WALs. However, you will be expected to turn in a WAL for every week.

2. Students will negotiate a **Field Placement Contract** with their on-site supervisors. The Contract should indicate duties and hours per week, as well as supervision and internship experiences. The Contract must be signed by the Field Supervisor, the student, and the instructor. Make sure that all information asked for is provided. Many times students forget that we need telephone numbers and zip codes - and that these need to be accurate. Make a copy of the crisis procedures form for your records and staple the original to the Contract. **Due January 17.**

3. **Group/Class Meetings:** Please consult attached schedule of meetings. **Attendance is required** - there are no exceptions. Arriving late and leaving early will be treated as an unexcused absence. Students may also be required to meet with the instructor for individual supervision. Interns need to be very clear that there is no substitute experience for class/supervision. If you have plans which interfere with attendance you need to consider dropping the course.

4. **Case Study:** Students will develop a comprehensive written case study utilizing a theoretical interpretation. A sample case study will be handed out in class. Students will use the major headings from this handout when organizing their materials. Students will present this case study orally to the class, and submit a typed copy of the case study to the instructor. **Due April 25.**

Case Presentations will be made in class the second half of the semester. This presentation will be less formal than the case study. You will have about 20 minutes to present your case then we will ask you questions. It is important to present the client's circumstances in a concise and clear way. Provide a short (2 pages) handout for your group members and the instructor.

Field Supervisor Evaluations

These are your responsibility. Do not ask me to contact your supervisor for you. Remind your supervisor a week or two before the form is due. Failure to meet these due dates will lower your final grade. **Due March 7 and May 9.**

5. **Four audiotapes with a typed case analysis** will be brought to class for supervision. A 5-10 minute section of the tape is to be transcribed (verbatim), typed, and **double-spaced**. This section should be indicative of your best work in the session. All clients (usually the parent of the client) will sign a “Consent for Audio Taping” form, which the intern will present to the instructor with the tape.

Rules regarding tapes:

- Tapes will not be accepted late.
- Unclear tapes will be returned to the students (One letter grade will be deducted for unclear tapes).
- Tapes will be of individual counseling sessions accompanied by a typed analysis and transcription.
- Tapes will be cued to the 5-10 minute segment described in the analysis (points will be deducted if tape is not cued properly).
- Tapes will have student's name and tape # on the outside of the tape.
- Tapes will be done during the week prior to the due date to allow instructor to assess current skill levels.

Case analysis:

- Include client demographics: age, gender, ethnicity, family constellation, etc.
- Description of presenting problem, referral source, areas of concern
- Interventions and techniques used in the session and a rationale for choosing these responses.
- Evaluate your interventions and techniques.*

Example:

Demographics: BC is a 12 year-old Hispanic male who is in 7th grade. He is the youngest of four children and lives with both biological parents.

Presenting problem: BC was referred by his teacher. He is currently failing math and language arts and has been referred to the principal for disruptive behavior.

Areas of concern: BC appears to have low self-esteem and few friends. He does not appear to have support for his schoolwork at home. His parents do not speak English well and are not very involved with his school responsibilities.

Interventions/techniques: The counselor used reflective listening, open questions, paraphrasing, clarifying, and summarizing. Goal setting was also utilized. A homework assignment was given.

Self-evaluation: BC seemed more comfortable today with my approach. He seemed to relax as the session progressed. I noticed when I transcribed my tape that I asked several closed questions and did too much of the talking. I plan to use an activity next session to shift responsibility to him.

*most important part of analysis

You need to be prepared to give and receive constructive feedback. Provide a copy of your written analysis to each of your group members. In other words, bring 5 copies of the written analysis with you the night they are due.

On the night of the 3rd and 4th **Tapes**, two or three members of the group will make case presentations. These tapes will be a part of the case presentations and will not receive a separate grade.

Your field supervisor will give you direction on case management; I will be emphasizing your skills, interventions and conceptual understandings of your clients. **Erase all tapes** before the semester ends.

6. Professional Readings: These will be taken from the texts on the reading list as well as selected journal articles. Students may be asked to report verbally during assigned class meetings.

Grade Assignment:

Attendance and class participation	30 points
Weekly Activity Logs	20 points
Tapes	100 points
Written Analyses	40 points
Instructor's subjective assessment	50 points
Case Study	30 points
Professionalism*	30 points
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Total	300 points

A	90%	270 points
B	80%	240 points
C	70%	210 points
D	60%	180 points

*includes form completion, awareness of and adherence to ethical standards, and evaluations by field supervisor

An “A” represents a high level of effectiveness in the integrated use of process and communication, conceptualization, and professional skills. Students who receive this grade are more comfortable with supervision feedback and view supervision as both a personal and professional growth opportunity.

A “B” represents an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a beneficial effect on clients.

A “C” grade represents a minimal level of counseling and is a restricted or qualified endorsement. The student is functioning below a level required for Internship. I would recommend that students with this grade meet with me to design additional experiences/training that will assist them in meeting an acceptable level of performance.

When a student demonstrates personal limitations that impede performance or might impede future performance, or consciously violates ethical standards, and is ineffective and harmful to clients then that student will not receive the instructor's endorsement to continue with this program. (ACA Code of Ethics and Standards of Practice)

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

Requests from students with disabilities for reasonable accommodations must go through the Academic support Committee. For more information, please contact Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903) 886-5835.

Tentative Class Schedule

January 17	Introductions, Review syllabus and forms, Liability insurance Expectations, Concerns about Sites Divide into groups, Group activity	
January 24	Weekly Activities Log (WAL), Concerns about Sites Confidentiality, Theory inventory and discussion	
January 31	Group Client Conceptualization Activity	
February 7	Group A Supervision	WAL, Tape 1
February 14	Group B Supervision	WAL, Tape 1
February 21	Group A Supervision	WAL, Tape 2 DSM Disorders
February 28	Group B Supervision	WAL, Tape 2 DSM Disorders
March 7 Field Supervisor Evaluations Due	Both Groups	WAL, Ethics, Suicide/Depression Discuss Case Study Papers
March 14	Group A Supervision	WAL, Tape 3/Case Presentations Termination of Clients
March 21	Spring break	
March 28	Group B Supervision	WAL, Tape 3/Case Presentations Termination of Clients
April 4	Group A Supervision	WAL, Tape 4/Case Presentations
April 11	Group B Supervision	WAL, Tape 4/Case Presentations
April 18	Both Groups	WAL, Review Tapes
April 25 Case Studies Due	Both Groups	Case Study Presentations WAL
May 2	Both Groups	WAL, Case Study Presentations Art activity-strengths
May 9	Individual conferences Forms Due- Record of Hours (blue), Field Site Supervisor Final Evaluation of Intern, Intern Evaluation of Field Site (yellow cover)	

COUNSELING 552 - Spring 2013

NAME: _____

ADDRESS: _____

TELEPHONE(S): _____

E-mail: _____

COURSEWORK: Completed: _____ Incomplete: _____ Graduation Date: _____

WHICH PROGRAM?:

COMMUNITY/AGENCY: _____

SCHOOL: _____

STUDENT AFFAIRS: _____

DEFICIENCY/CERTIFICATION: _____

IS THIS YOUR FIRST _____ OR SECOND _____ INTERNSHIP?

WHEN DID YOU COMPLETE PRACTICUM? _____

WHO WAS YOUR PROFESSOR? _____

IF THIS IS YOUR SECOND INTERNSHIP, WHEN DID YOU COMPLETE YOUR
FIRST INTERNSHIP? _____

WHO WAS YOUR PROFESSOR? _____

PROFESSIONAL GOAL(S):
